



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2251 Otondo Drive, Yuma, AZ 85365

Yuma Elementary District

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Michael J. Taylor
Schedule : 08:00 AM to 04:00 PM
Grades : K-5
Web Address : www.yuma.org
Phone Number : (928) 344-0979
Fax Number : (928) 344-8168
E-mail : mtaylor1@yumaed.org

Mission

Our vision at Otondo Elementary School is to develop a moral learning community where all students will achieve academic success while becoming citizens of strong positive character. Otondo's 4 C's are curriculum, character, climate, and community.

School / Academic Goals

- ü We will use current data, assessments and BEST practices to continue to refine our reading, and writing programs. The focus will be to increase the number of students performing at or above grade level.
- ü We will use current data, assessments and BEST practices to refine our mathematic programs. The focus will be to increase the number of students performing at or above grade level.
- ü We will work with community members and PTO to develop a warm and positive climate (One in which parents, students, staff, and visitors feel welcome and safe within our school).
- ü We will continue the implementation and development of 'Learning Communities' in which we maintain a positive and secure grade level learning environment.

Enrollment

October 1, 2005 School Year Student Enrollment : 854
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 25

Instructional Programs

- ü Grade Level Instructional Team Model
- ü Harcourt Trophies Reading & Math Program
- ü Writing Up a Storm by Wilda Storm
- ü English Learner Program (SEI)
- ü IDEA (Sp. Ed. / 504)
- ü Title I Support Program
- ü Migrant Support Program
- ü Gifted Support Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	5 hours 45 minutes
First Day of School :	9/6/2005
Last Day of School :	6/15/2006

Shared Responsibilities

School

Otondo will provide students with an effective, positive and safe learning environment. We will set high expectations and conduct assessments for student achievement; set clear academic and social goals; and effectively communicate with parents.

Parents

Parents should be involved with their children, their children's teachers and the school community. Student success increases as parents become more involved in the school and school-related activities of the child. Parents should ensure that their child comes to school on time and prepared to learn.

Transportation Policy

Ninety-five percent (95%) of all students attending Otondo require transportation. Transportation by school bus is available to all students.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü Odyssey of the Mind (State and World Competition)	2005
ü Odyssey of the Mind (State and World Competition)	2004
ü Odyssey of the Mind (State and World Competition)	2002
ü 5 Star Math Rating	2000

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	163	1139	80010	99	99	99	441	435	447	6	10	10	25	24	18	60	58	53	10	8	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	579	38935	99	99	99	444	436	447	3	8	9	20	25	19	67	59	55	10	7	17
Male	76	559	40974	100	99	98	437	435	448	8	11	11	30	23	18	53	57	52	9	8	19
African American	NC	27	4201	NC	93	99	NC	449	430	NC	NA	17	NC	26	23	NC	63	51	NC	11	9
Hispanic	91	745	34545	100	99	99	433	427	432	5	12	14	29	29	24	65	55	53	1	4	9
Asian/Pacific Islander	NC	15	2068	NC	100	99	NC	451	474	NC	NA	4	NC	33	10	NC	47	50	NC	20	36
American Indian/Alaskan Native	--	NC	3979	--	NC	96	--	NC	424	--	NC	17	--	NC	30	--	NC	47	--	NC	6
White	65	347	35142	98	100	99	451	452	465	6	5	5	17	14	11	55	66	56	22	15	28
Students with Disabilities	NC	96	10161	NC	91	93	NC	409	419	NC	33	28	NC	33	28	NC	29	36	NC	4	8
Students without Disabilities	159	1043	69849	99	100	100	441	438	451	5	8	7	25	24	17	61	61	56	9	8	19
Limited English Proficient Students	23	288	14013	100	98	97	412	411	413	9	20	24	61	41	34	30	38	39	NA	1	3
Migrant Students	13	112	603	100	98	96	432	417	417	NA	15	22	31	38	32	69	46	42	NA	1	4
Economically Disadvantaged	89	744	39029	98	98	98	434	428	432	7	11	14	29	29	25	60	55	52	4	4	9
Non-Economically Disadvantaged	74	395	40981	100	100	100	450	449	462	4	7	6	19	15	13	61	64	54	16	14	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	163	1146	79438	99	100	98	455	446	451	6	9	9	23	28	24	65	57	56	6	7	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	87	583	38775	99	100	99	462	452	457	5	7	7	17	25	22	71	60	58	7	9	13
Male	76	562	40560	100	99	97	447	439	446	8	11	12	30	31	25	58	54	54	4	4	9
African American	NC	28	4178	NC	97	98	NC	452	439	NC	NA	13	NC	36	29	NC	61	52	NC	4	6
Hispanic	91	752	34297	100	100	98	448	436	434	7	11	14	31	34	31	62	53	50	1	3	5
Asian/Pacific Islander	NC	15	2063	NC	100	99	NC	462	475	NC	NA	3	NC	20	15	NC	67	63	NC	13	20
American Indian/Alaskan Native	--	NC	3940	--	NC	95	--	NC	429	--	NC	14	--	NC	36	--	NC	47	--	NC	3
White	65	346	34887	98	99	98	465	466	471	6	5	4	12	15	15	72	65	63	9	15	18
Students with Disabilities	NC	103	9588	NC	97	88	NC	407	416	NC	31	30	NC	38	32	NC	27	34	NC	4	5
Students without Disabilities	159	1043	69850	99	100	100	456	449	456	6	7	7	23	27	23	65	60	59	6	7	12
Limited English Proficient Students	23	293	13856	100	100	96	420	412	407	9	20	27	70	49	43	22	30	29	NA	0	1
Migrant Students	13	114	600	100	100	96	446	421	418	8	20	22	31	39	38	62	39	39	NA	2	2
Economically Disadvantaged	89	751	38685	98	99	97	444	437	435	9	11	14	30	32	32	60	54	50	1	3	5
Non-Economically Disadvantaged	74	395	40753	100	100	99	469	462	467	3	5	5	15	20	16	72	62	62	11	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	164	1149	79971	100	100	99	433	423	423	2	5	8	49	47	41	47	47	49	2	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	88	584	38974	100	100	99	444	434	437	1	3	5	39	38	33	56	57	57	5	2	4
Male	76	565	40895	100	100	98	419	412	410	3	6	10	61	56	47	37	37	41	NA	1	2
African American	NC	28	4203	NC	97	99	NC	430	411	NC	7	11	NC	32	45	NC	61	43	NC	NA	2
Hispanic	91	751	34481	100	100	99	433	419	410	2	5	10	44	47	46	52	46	43	2	1	1
Asian/Pacific Islander	NC	15	2067	NC	100	99	NC	435	449	NC	NA	4	NC	47	28	NC	53	60	NC	NA	8
American Indian/Alaskan Native	--	NC	3995	--	NC	96	--	NC	409	--	NC	10	--	NC	47	--	NC	42	--	NC	1
White	66	350	35150	100	100	99	432	431	437	2	3	5	53	48	35	42	48	56	3	2	5
Students with Disabilities	NC	104	10258	NC	98	94	NC	377	377	NC	16	23	NC	62	51	NC	20	25	NC	2	1
Students without Disabilities	160	1045	69713	100	100	100	433	427	429	2	3	5	48	45	39	48	50	52	3	1	3
Limited English Proficient Students	23	293	13985	100	100	97	407	396	382	4	11	18	70	54	54	26	34	27	NA	0	0
Migrant Students	13	113	608	100	99	97	409	390	389	8	15	16	54	47	50	38	38	33	NA	NA	0
Economically Disadvantaged	90	753	38994	99	99	98	426	418	409	1	5	10	56	48	47	41	45	41	2	1	1
Non-Economically Disadvantaged	74	396	40977	100	100	100	440	433	437	3	3	5	41	44	34	54	52	56	3	1	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	140	1117	80147	99	99	99	467	466	482	16	13	11	16	21	17	57	54	49	11	11	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	548	39281	100	99	99	468	467	483	13	12	9	18	21	17	57	55	50	12	12	24
Male	73	569	40780	97	98	98	466	466	482	18	14	12	15	22	17	58	53	48	10	11	24
African American	NC	39	4249	NC	98	99	NC	449	464	NC	18	17	NC	31	22	NC	46	48	NC	5	13
Hispanic	80	722	33494	99	98	99	463	459	466	16	15	15	19	26	23	56	52	49	9	8	14
Asian/Pacific Islander	--	13	2103	--	100	99	--	528	515	--	8	4	--	8	8	--	31	44	--	54	45
American Indian/Alaskan Native	NC	19	4117	NC	100	96	NC	466	456	NC	16	19	NC	5	27	NC	68	46	NC	11	8
White	54	322	36122	100	99	99	474	483	501	15	9	5	13	12	10	57	60	50	15	18	35
Students with Disabilities	14	114	10295	100	92	92	412	423	443	64	46	33	7	25	26	29	25	33	NA	3	8
Students without Disabilities	126	1003	69852	99	99	100	473	471	488	10	9	7	17	21	16	60	57	51	12	12	26
Limited English Proficient Students	19	278	12722	95	97	97	443	441	441	21	23	27	32	35	33	47	38	37	NA	3	3
Migrant Students	14	116	622	93	96	97	456	448	454	21	17	19	21	34	30	50	46	43	7	3	8
Economically Disadvantaged	83	765	38371	98	97	97	458	458	465	18	16	15	23	26	23	53	50	49	6	7	13
Non-Economically Disadvantaged	57	352	41776	100	100	100	481	485	498	12	6	6	7	12	11	63	63	49	18	20	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	140	1116	79686	99	98	98	466	459	470	9	13	11	26	30	24	59	54	57	5	4	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	548	39163	100	99	99	471	463	475	9	11	9	25	26	22	57	58	60	9	4	10
Male	73	568	40438	97	98	97	461	455	465	10	14	13	27	33	25	62	51	54	1	3	7
African American	NC	38	4228	NC	95	98	NC	447	458	NC	18	15	NC	34	28	NC	45	53	NC	3	4
Hispanic	80	721	33299	99	98	98	461	450	452	10	15	17	25	35	32	64	49	47	1	1	3
Asian/Pacific Islander	--	13	2097	--	100	99	--	498	490	--	8	5	--	8	13	--	69	68	--	15	14
American Indian/Alaskan Native	NC	19	4087	NC	100	96	NC	466	446	NC	11	16	NC	21	38	NC	68	44	NC	NA	2
White	54	323	35914	100	99	98	472	481	489	9	7	5	28	19	15	52	66	67	11	9	14
Students with Disabilities	14	113	9808	100	91	87	416	416	432	50	45	35	36	29	32	7	24	30	7	2	3
Students without Disabilities	126	1003	69878	99	99	100	471	464	475	5	9	8	25	30	23	65	58	61	5	4	9
Limited English Proficient Students	19	277	12594	95	97	96	434	425	422	16	27	34	37	48	45	47	24	21	NA	1	0
Migrant Students	14	116	611	93	96	95	459	438	439	7	19	22	36	44	39	50	36	37	7	1	2
Economically Disadvantaged	83	764	38095	98	97	97	455	450	452	12	16	17	33	35	32	51	47	48	5	2	3
Non-Economically Disadvantaged	57	352	41591	100	100	99	481	480	486	5	6	6	18	18	16	72	70	65	5	6	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	140	1118	80372	99	99	99	484	478	475	2	3	4	24	26	30	74	70	64	NA	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	67	550	39452	100	99	99	493	488	488	1	2	3	19	21	22	79	77	72	NA	1	3
Male	73	568	40836	97	98	98	476	469	464	3	5	6	29	31	37	68	64	56	NA	0	1
African American	NC	39	4264	NC	98	99	NC	454	465	NC	10	5	NC	36	35	NC	54	59	NC	NA	1
Hispanic	80	724	33608	99	98	99	483	476	462	4	3	6	26	28	36	70	69	57	NA	0	1
Asian/Pacific Islander	--	13	2098	--	100	99	--	509	500	--	8	2	--	NA	16	--	92	75	--	NA	7
American Indian/Alaskan Native	NC	19	4128	NC	100	97	NC	477	464	NC	5	4	NC	11	39	NC	84	56	NC	NA	1
White	54	321	36213	100	99	99	485	486	489	NA	2	2	24	22	22	76	75	72	NA	1	3
Students with Disabilities	14	109	10526	100	88	94	430	420	427	7	17	15	57	49	53	36	33	31	NA	1	1
Students without Disabilities	126	1009	69846	99	100	100	490	484	482	2	2	3	21	23	26	78	74	69	NA	1	2
Limited English Proficient Students	19	276	12747	95	96	97	449	456	432	11	7	12	47	40	52	42	53	36	NA	0	0
Migrant Students	14	115	621	93	95	97	472	465	452	7	5	9	36	36	40	57	59	51	NA	NA	0
Economically Disadvantaged	83	767	38521	98	97	98	475	473	461	4	4	6	30	30	38	66	66	55	NA	0	1
Non-Economically Disadvantaged	57	351	41851	100	100	100	499	489	489	NA	2	3	16	18	22	84	79	72	NA	1	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	144	1160	79306	97	97	99	485	488	504	22	16	13	20	24	20	51	51	49	8	8	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	543	38845	96	96	99	483	489	505	24	14	11	19	23	20	47	55	50	9	8	18
Male	66	615	40383	99	97	98	488	487	504	18	18	14	21	25	19	55	49	47	6	8	19
African American	NC	36	4171	NC	90	98	NC	479	485	NC	17	20	NC	39	26	NC	33	44	NC	11	10
Hispanic	71	727	32673	96	97	99	476	480	487	27	20	18	20	26	25	51	51	46	3	3	10
Asian/Pacific Islander	NC	16	2147	NC	100	99	NC	514	539	NC	NA	5	NC	25	10	NC	63	46	NC	13	40
American Indian/Alaskan Native	NC	14	4034	NC	100	97	NC	477	479	NC	14	22	NC	43	29	NC	29	43	NC	14	7
White	63	367	36234	98	98	99	497	504	523	16	9	6	19	19	13	51	54	52	14	17	28
Students with Disabilities	14	125	10286	100	86	91	443	454	462	64	44	41	21	29	27	14	23	27	NA	4	5
Students without Disabilities	130	1035	69020	97	98	100	490	492	510	17	13	9	20	24	18	55	55	52	8	9	21
Limited English Proficient Students	17	235	10291	94	95	96	454	458	458	53	40	38	18	29	34	29	30	26	NA	1	2
Migrant Students	13	110	630	93	94	95	471	469	478	38	28	24	15	29	27	46	42	43	NA	1	6
Economically Disadvantaged	80	765	37437	96	96	97	471	478	486	29	21	19	25	28	26	46	48	46	NA	3	9
Non-Economically Disadvantaged	64	395	41869	98	99	100	503	507	521	13	8	7	14	17	14	56	58	51	17	17	27

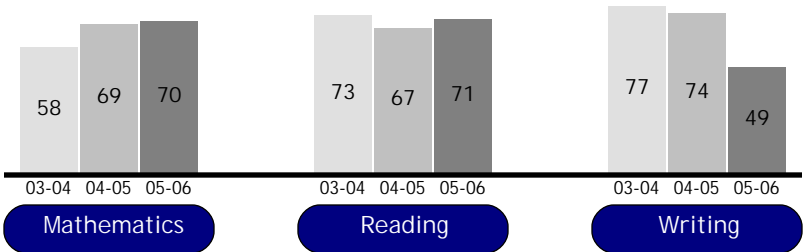
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	143	1170	79000	97	98	98	476	478	489	13	13	10	29	28	24	52	55	58	5	5	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	78	549	38774	96	98	99	480	484	494	13	11	7	27	24	22	54	60	61	6	5	10
Male	65	619	40150	97	98	98	472	474	485	14	14	12	32	31	25	51	50	55	3	5	8
African American	NC	36	4153	NC	90	98	NC	476	476	NC	6	13	NC	36	30	NC	53	53	NC	6	4
Hispanic	70	733	32508	95	97	98	465	468	472	16	16	15	33	33	33	51	50	49	NA	1	3
Asian/Pacific Islander	NC	16	2142	NC	100	99	NC	496	510	NC	6	4	NC	19	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	NC	14	4016	NC	100	96	NC	472	467	NC	7	14	NC	36	37	NC	57	46	NC	NA	2
White	63	371	36135	98	99	98	489	498	508	11	6	4	24	17	14	54	64	67	11	12	15
Students with Disabilities	14	135	9991	100	93	88	441	443	449	64	41	33	21	33	36	7	23	29	7	2	2
Students without Disabilities	129	1035	69009	96	98	100	480	483	495	8	9	6	30	27	22	57	59	62	5	5	10
Limited English Proficient Students	17	241	10199	94	97	95	435	439	439	35	37	35	53	46	47	12	17	18	NA	NA	0
Migrant Students	12	111	629	86	95	95	456	455	457	8	27	22	50	38	41	42	34	37	NA	1	1
Economically Disadvantaged	79	773	37234	95	97	97	463	468	472	20	17	15	29	32	33	49	49	50	1	2	3
Non-Economically Disadvantaged	64	397	41766	98	100	99	492	498	505	5	5	5	30	18	16	56	66	65	9	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	145	1173	79611	98	98	99	510	495	496	3	7	7	30	37	37	67	56	56	1	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	80	556	39016	99	99	99	518	513	511	1	2	4	24	30	29	74	67	66	1	1	1
Male	65	615	40519	97	97	98	501	480	482	5	10	10	37	43	44	58	47	46	NA	NA	0
African American	NC	38	4188	NC	95	98	NC	497	486	NC	8	9	NC	26	40	NC	66	50	NC	NA	0
Hispanic	71	734	32855	96	97	99	503	486	481	3	8	10	31	42	43	66	50	47	NA	0	0
Asian/Pacific Islander	NC	16	2149	NC	100	100	NC	526	519	NC	NA	4	NC	25	24	NC	75	70	NC	NA	2
American Indian/Alaskan Native	NC	14	3992	NC	100	96	NC	480	478	NC	14	10	NC	43	46	NC	43	44	NC	NA	0
White	64	371	36380	100	99	99	519	513	511	2	4	4	30	29	30	67	67	65	2	1	1
Students with Disabilities	14	128	10664	100	88	94	462	443	440	7	18	23	79	62	54	14	20	22	NA	NA	1
Students without Disabilities	131	1045	68947	98	99	100	515	502	504	2	5	4	24	34	34	73	61	61	1	0	1
Limited English Proficient Students	17	237	10362	94	96	97	470	446	438	6	19	22	59	57	57	35	24	21	NA	NA	NA
Migrant Students	12	109	636	86	93	96	513	470	467	NA	12	14	33	51	47	67	37	38	NA	NA	0
Economically Disadvantaged	80	774	37626	96	97	98	498	483	479	4	9	10	39	42	45	58	49	45	NA	0	0
Non-Economically Disadvantaged	65	399	41985	100	100	100	525	518	511	2	2	4	18	26	30	78	71	65	2	1	1

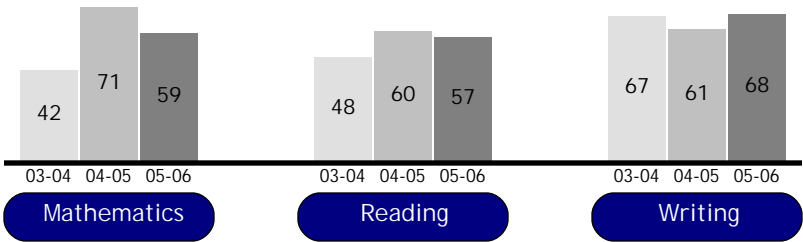
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	89	58	NA	58	98	51	43	47	99	56	41	46
	Language	95	50	41	50	98	53	45	47	99	58	44	48
	Mathematics	96	67	60	64	99	47	43	50	99	54	44	52
3	Reading	100	52	NA	55	100	44	39	44	100	48	41	46
	Language	100	50	48	61	100	41	40	44	100	43	41	46
	Mathematics	100	51	54	61	100	43	44	51	100	48	44	52
4	Reading	85	54	NA	56	100	51	43	48	99	44	43	52
	Language	96	41	44	52	100	51	44	49	99	50	44	52
	Mathematics	97	46	54	61	100	53	48	53	99	50	52	58
5	Reading	95	50	NA	55	97	43	46	50	99	46	48	56
	Language	98	42	44	49	97	45	44	50	99	44	44	54
	Mathematics	98	52	55	63	97	43	42	49	99	41	43	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Mary A Otondo Elementary School

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 4 Teacher(s)
- 3 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Parent/Educator Relations
- Ü Critical Issues
- Ü Extracurricular Activities
- Ü Academic At-risk Support Program
- Ü School Safety Issues
- Ü Parent Involvement

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	48.00
Other Professional Staff	4.00	Teacher Aide	5.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	15	1	0	0
4 to 6 years	7	2	0	0
7 to 9 years	2	5	0	0
10 or more years	4	12	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	124
Teachers with Emergency Certification.	6
Percent of teachers in the school with Emergency/Provisional Certification	15%
Percent of core classes not taught by Highly Qualified Teachers	7%

Resources Available at School Site

Special Facilities

- Ü Computer Lab
- Ü Library/Media Room
- Ü Fine Arts Classrooms (Performing Stage)
- Ü Grade Level Activity Areas (Playgrounds)

Extracurricular Activities

- Ü Instrumental Music and Choir
- Ü Jump Rope Club
- Ü Child Care Enrichment
- Ü Gifted Enrichment Programs
- Ü Discovery Club
- Ü Field Trip Program (by grade level)

Social Services

- Ü School Counselors
- Ü Community Health Clinic
- Ü School Bell-Clothing
- Ü After School Program (At Risk)
- Ü Safe School Healthy School Grant
- Ü Community Social Services
- Ü Yuma Police Dept. SRO Program

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Otondo Elementary has achieved 'Adequately Yearly Progress (AYP)' as determined by the Federal Government's NO Child Left Behind (NCLB) legislation.
- ü Otondo Elementary has been designated a 'Performing Plus School' by the Arizona Department of Education.
- ü The Otondo Odyssey of the Mind Program has qualified 4 of the last 5 years for Odyssey of the Mind for State and World Competition. Students in OM travel across the country to compete with other states and countries.
- ü Many Otondo students and teachers are recognized in the community for outstanding academic achievements as well as community contributions.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	96	95	94	95
Promotion Rate ⁵	85	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The safety of students continues to be the highest priority. This includes safety drills, limited access to building by visitors, positive student interactions, increased parental visibility and increased supervision by staff.

The Safe School Healthy School Grant provides addition support by providing counseling and intervention programs as well as additional staff including counselors and and two safety officers.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

8

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Mike Taylor (Principal)	(928) 344-0979
Transportation Policy	(Transportation Director)	(928) 341-9076
Community Resources	Teresa Moore (Safe & Healthy School Grant)	(928) 344-0979
School Nutrition Programs	Karen Johnson (District Food Service Director)	(928) 502-4311
Parent Organization	Sylvia Kempton (PTO President)	(928) 344-0979
Student Health/Nurse	Stephanie Banton (School Nurse)	(928) 344-0979

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.